

# Enrollment Capacity and Technology Study

Washington Higher Education Coordinating Board



*In conjunction with*  
MGT of America, Inc.  
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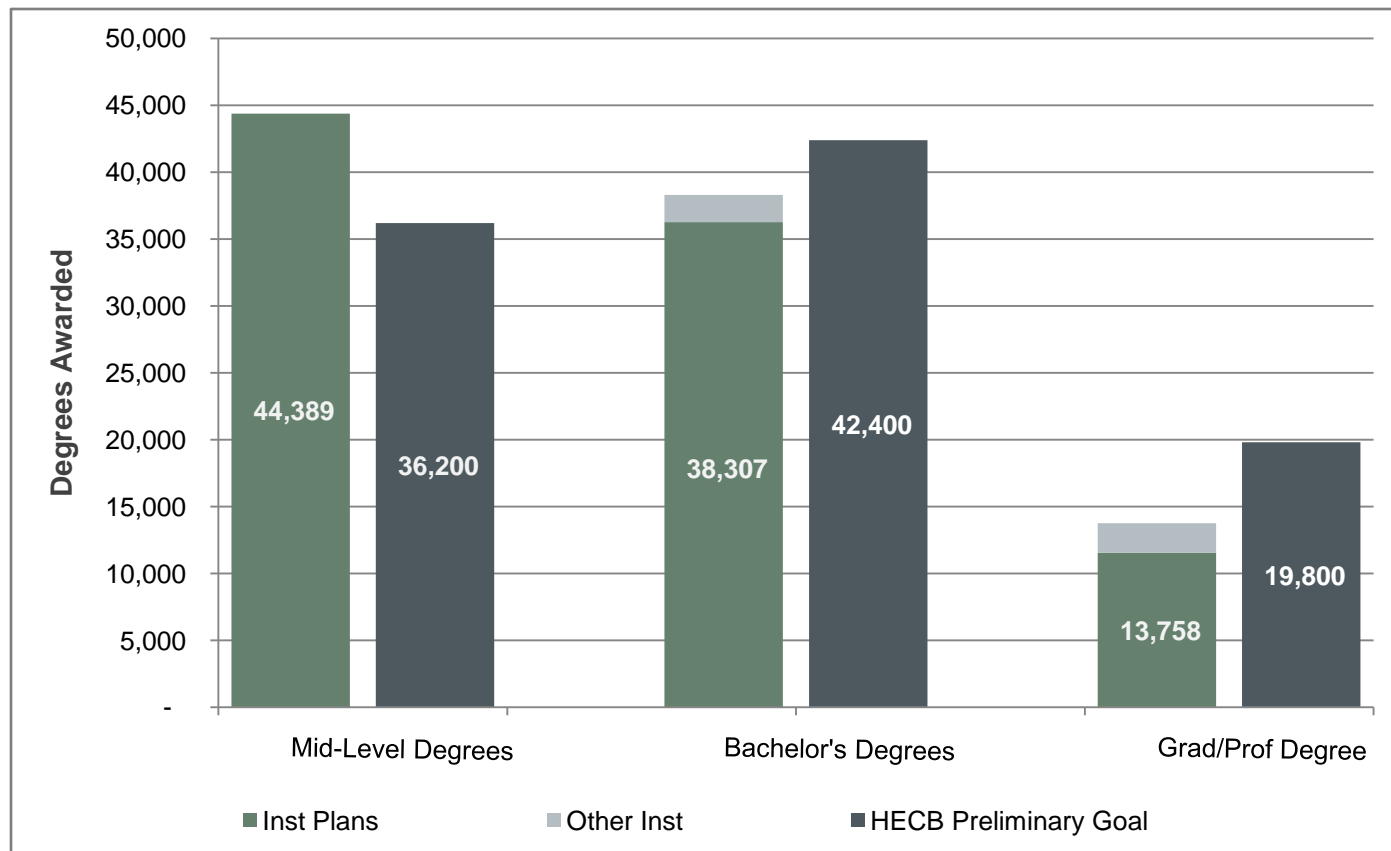
# BACKGROUND

## STUDY PURPOSE & PROCESS

- Mandated by SHB 1128 Section 610 (2007-09 Operating Budget), the capacity study focuses on the programmatic aspect of institutional capacity, including physical capacity but also identifying the other factors affecting institutions' ability to accommodate enrollment.
- To examine the extent degree award and enrollment goals developed by the HECB can be achieved in Washington's public and independent higher education sectors.
- Evaluate existing institutional programmatic, technological, and facility capacities and estimate any additional capacities needed to meet enrollment goals
- Previously conducted capacity studies focused on the physical capacity of core instructional space, e.g., classrooms, scheduled class laboratories, and faculty offices, and used mathematical formulas to determine institutional enrollment capacity.
- This capacity study extends the notion of capacity beyond physical space to include programmatic capacity of a sector or institution and includes the role of e-learning technology in "creating" enrollment.

# DEGREE TABLES

## WASHINGTON HIGHER EDUCATION DEGREES COMPARED TO STATEWIDE GOALS



# DEGREE TABLES

## WASHINGTON HIGHER EDUCATION DEGREES

Fiscal Year	Mid-Level Degrees Planned	Bachelor's Degrees Planned	Grad/Prof Degrees Planned	Total Degrees Planned
2009	33,059	28,125	9,358	70,542
2010	34,349	28,889	9,622	72,860
2011	35,350	29,588	9,859	74,797
2012	36,080	30,188	10,044	76,312
2013	36,989	31,211	10,255	78,455
2014	37,911	31,910	10,461	80,282
2015	39,179	32,607	10,678	82,464
2016	40,461	33,520	10,880	84,861
2017	41,620	34,421	11,122	87,163
2018	43,330	35,360	11,339	90,029
2019	44,389	36,257	11,558	92,204

# ENROLLMENT TABLES

## COMPARISON OF STATE FUNDED STUDENT FTEs – Public Sector

Comparison of State Funded 2008-09 Student FTEs by Source				
Institution	2007-08 Actual	2008-09 Budgeted	2008-09 Institutional Estimates	Difference
UW-Seattle	33,796	34,197	34,195	(2)
UW-Bothell	1,566	1,980	1,980	0
UW-Tacoma	2,093	2,349	2,350	1
WSU-Pullman & Spokane	19,586	19,272	18,808	(464)
WSU-Tri Cities	849	865	936	71
WSU- Vancouver	1,899	2,113	2,078	(35)
CWU	8,954	9,322	8,915	(407)
EWU	9,074	9,184	9,074	(110)
TESC	4,236	4,213	4,213	0
WWU	12,114	12,175	12,175	0
<b>4-Year Total</b>	<b>94,167</b>	<b>95,670</b>	<b>94,724</b>	<b>(946)</b>
<b>CTC</b>	<b>133,987</b>	<b>139,237</b>	<b>138,907</b>	<b>(330)</b>
<b>Total</b>	<b>228,154</b>	<b>234,907</b>	<b>233,631</b>	<b>(1,276)</b>

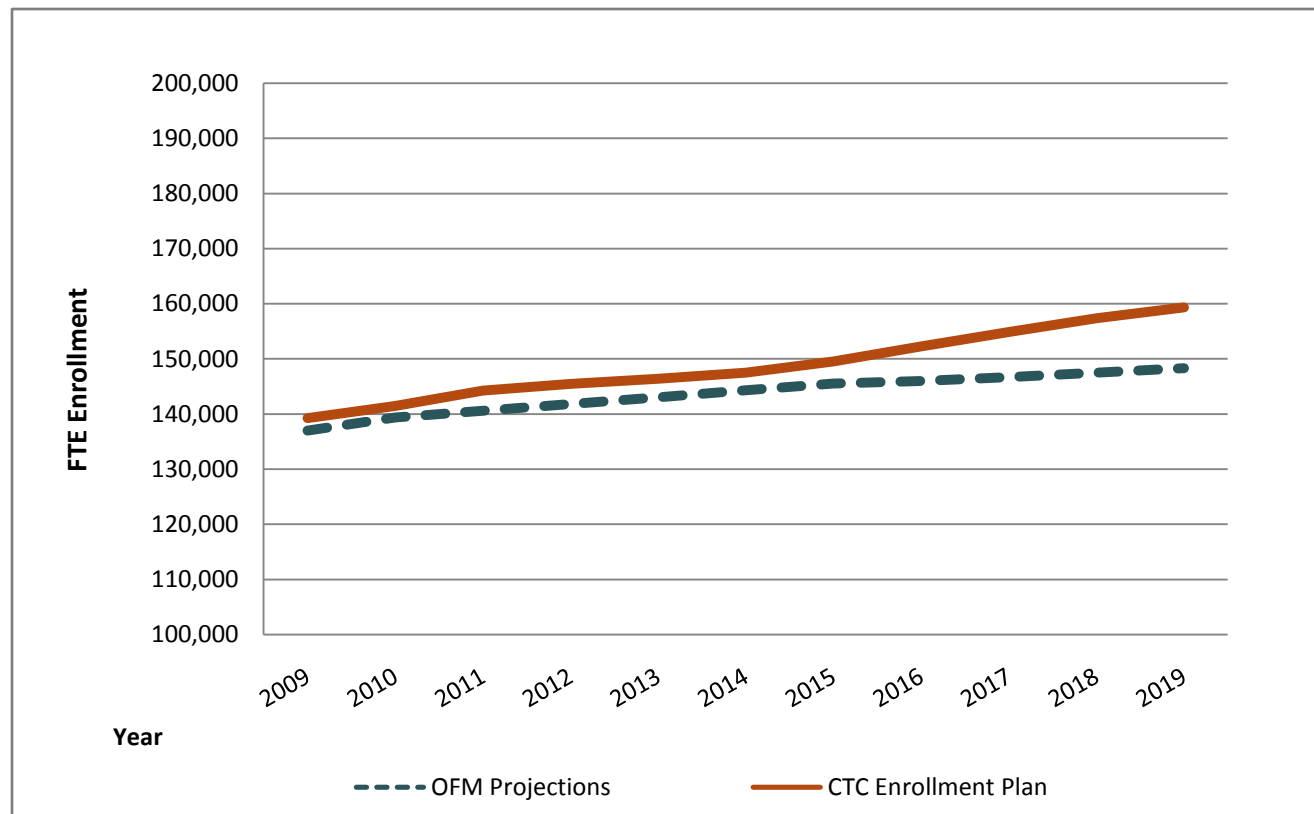
# ENROLLMENT TABLES

## TOTAL ENROLLMENT – Community and Technical Colleges

	OFM Current Part Rate Enrollment Projections/Estimates	CTC Enrollment Plans
AY 2008-2009 (State-Funded Base)	136,981	139,237
AY 2009-2010	139,342	141,450
AY 2010-2011	140,573	144,237
AY 2011-2012	141,804	145,470
AY 2012-2013	143,034	146,370
AY 2013-2014	144,265	147,480
AY 2014-2015	145,496	149,530
AY 2015-2016	145,955	152,230
AY 2016-2017	146,656	154,830
AY 2017-2018	147,467	157,330
AY 2018-2019	148,296	159,330
<b>Total Estimated Incremental Growth 2009 to 2019</b>	<b>11,315</b>	<b>20,093</b>

# ENROLLMENT TABLES

## OFM PROJECTIONS TO CTC PLAN



# ENROLLMENT TABLES

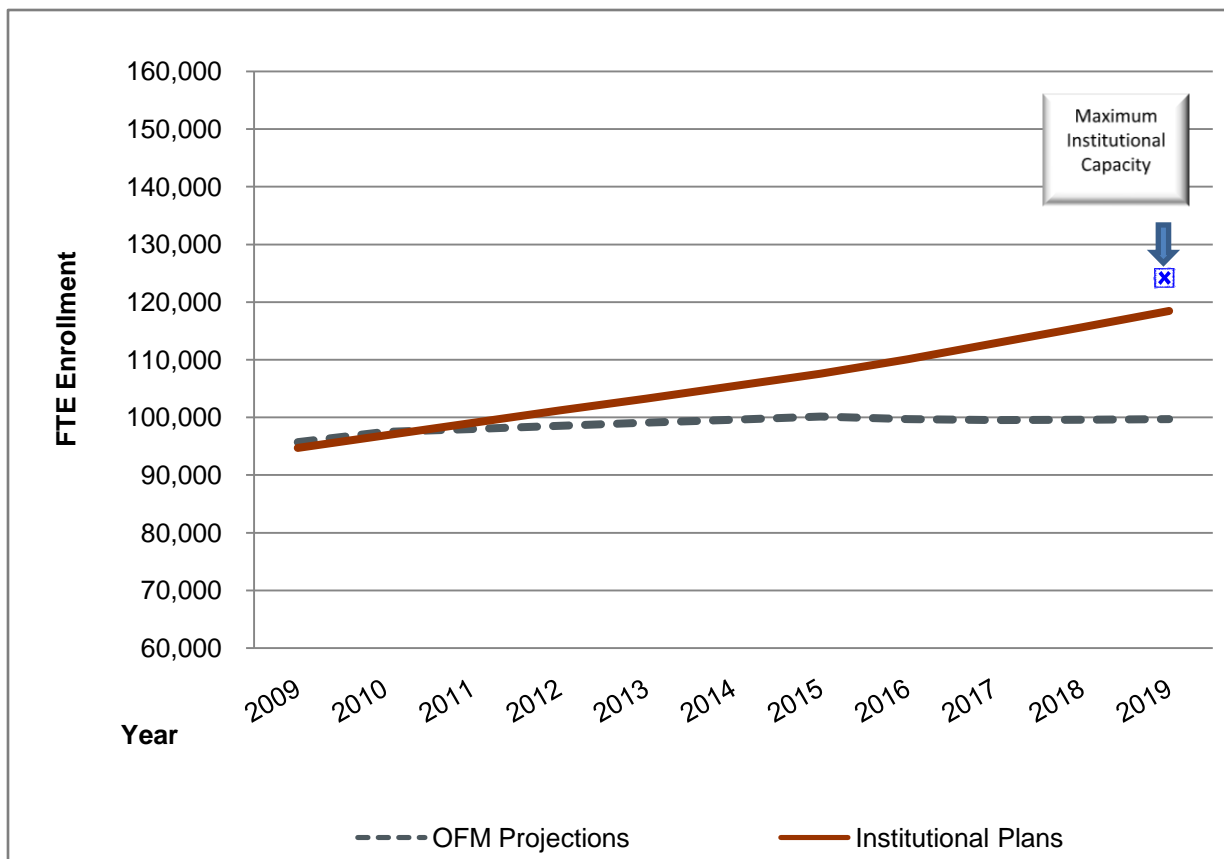
## TOTAL ENROLLMENT – Public Four-Year

	OFM Current Part Rate Enrollment Projections/Estimates	Enrollment Plans - TOTAL		
		Undergraduate	Graduate	Total
AY 2008-2009 (State-Funded Base)	95,692	76,247	18,477	94,724
AY 2009-2010	97,467	78,161	18,745	96,906
AY 2010-2011	98,004	80,020	19,030	99,050
AY 2011-2012	98,541	81,776	19,428	101,204
AY 2012-2013	99,078	83,409	19,844	103,253
AY 2013-2014	99,615	85,092	20,312	105,404
AY 2014-2015	100,152	86,781	20,822	107,602
AY 2015-2016	99,697	88,690	21,391	110,081
AY 2016-2017	99,512	90,854	21,980	112,835
AY 2017-2018	99,605	93,035	22,598	115,633
AY 2018-2019	99,721	95,277	23,171	118,448
<b>Total Estimated Incremental Growth 2009 to 2019</b>	<b>4,029</b>	<b>19,029</b>	<b>4,694</b>	<b>23,723</b>



# ENROLLMENT TABLES

## OFM PROJECTIONS TO PUBLIC 4-YEAR INSTITUTION PLANS



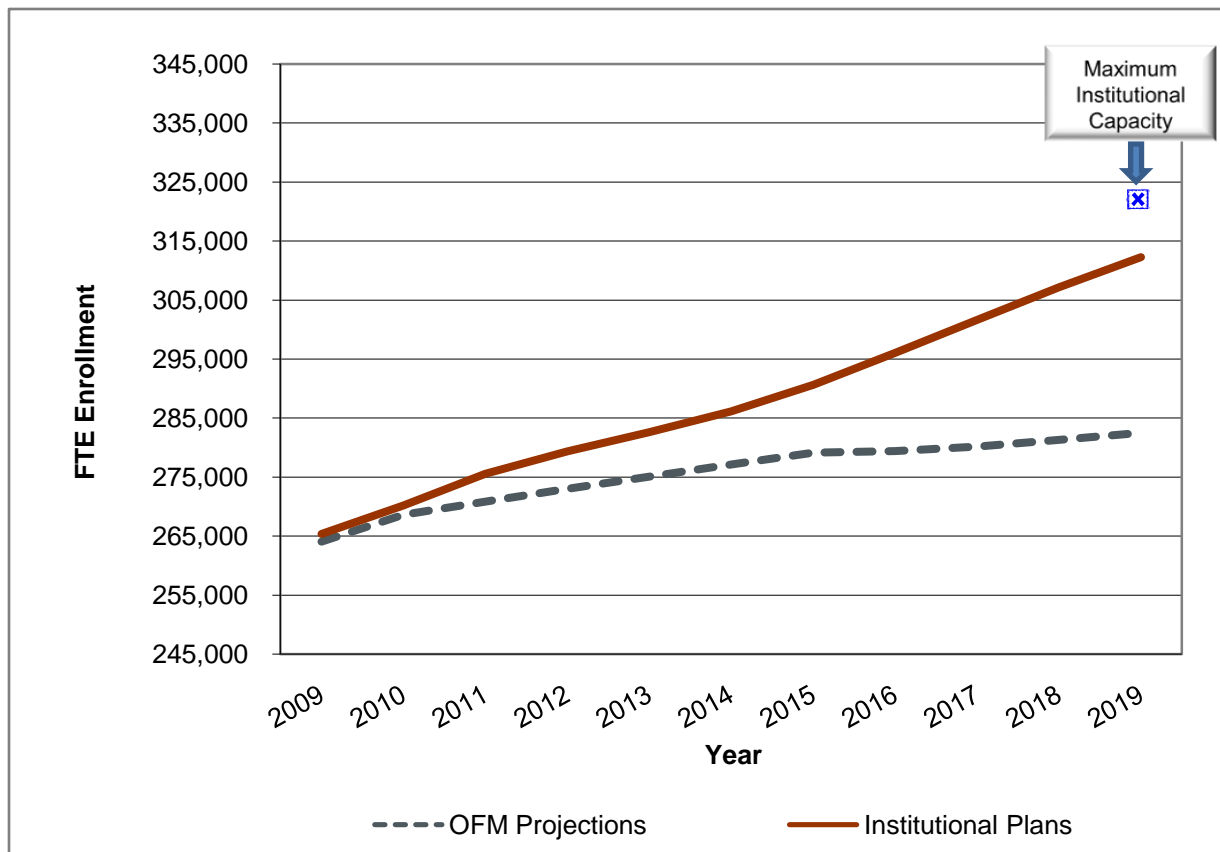
# ENROLLMENT TABLES

## INDEPENDENT COLLEGE S OF WASHINGTON

	Enrollment Plans - TOTAL		
	UG	GRAD	TOTAL
AY 2008-2009	24,389	7,043	31,432
AY 2009-2010	24,720	7,137	31,857
AY 2010-2011	25,056	7,240	32,296
AY 2011-2012	25,362	7,328	32,690
AY 2012-2013	25,611	7,395	33,006
AY 2013-2014	25,800	7,459	33,259
AY 2104-2015	26,006	7,507	33,513
AY 2105-2016	26,209	7,556	33,765
AY 2016-2017	26,407	7,603	34,010
AY 2017-2018	26,608	7,650	34,258
AY 2018-2019	26,812	7,702	34,514
<b>Enrollment Increase 2009 - 2019</b>	<b>2,423</b>	<b>659</b>	<b>3,082</b>

# ENROLLMENT TABLES

## OFM PROJECTIONS TO TOTAL WASHINGTON HIGHER EDUCATION ENROLLMENT



# ENROLLMENT TABLES

## MAXIMUM INSTITUTIONAL CAPACITY

Institution	MAX Enrollment Capacity	Institutional Enrollment Plans 2018-2019	Difference
UW-Seattle	36,500	36,580	(80)
UW-Tacoma	7,750	5,790	1,960
UW-Bothell	6,000	4,130	1,870
WSU- Pullman/Spokane	24,800	24,799	1
WSU-Vancouver	4,500	4,500	-
WSU-Tri-Cities	2,000	2,000	-
CWU-Ellensburg	10,000	9,895	105
CWU-Centers	2,500	2,220	280
EWU	11,500	9,623	1,877
TESC	5,000	4,593	407
WWU	14,500*	14,318	182
<b>Sub Total</b>	<b>125,050</b>	<b>118,448</b>	
Community and Technical Colleges	159,330	159,330	
<b>Total</b>	<b>284,380</b>	<b>277,778</b>	

# IMPACT OF TECHNOLOGY

eLearning is the using of unique affordances of digital technologies to support and transform learning in flexible, anytime / anywhere spaces.

Major categories of eLearning are:

- Online courses: conducted completely on the web;
- Hybrid courses: replace some – but not all – classroom time with online learning;
- Web-enhanced courses: meet in regular class sessions, but use online resources for additional student-teacher and student-to-student interaction, posting of assignments and course materials.

# IMPACT OF TECHNOLOGY

The benefits are:

- eLearning in the classroom provides for an enriched academic experience
- eLearning enhances communication and information sharing
- eLearning can be used to partially offset the need for face-to-face scheduled classes
- Some amount of future enrollments could be accommodated through eLearning
- “Online instruction” is defined and categorized as allowing students to take classes and obtain degrees without attending on-campus scheduled classes
- Online enrollment does not require instructional space needs
- While not requiring instructional space, Online instruction does have space needs for faculty and support staff and technology infrastructure

# IMPACT OF TECHNOLOGY

## "Technology" FTE Enrollment Plans: 2009-2019 Public Institutions, Online -- State Funded Only

	FTE Enrollment			
	Research	Comprehensive	Community and Technical Colleges	Public Total
FY/AY 2009 (State-Funded Base)	1,260	306	14,980	16,546
AY 2009-2010	1,394	439	16,480	18,313
AY 2010-2011	1,498	583	18,130	20,211
AY 2011-2012	1,579	733	19,940	22,252
AY 2012-2013	1,642	883	21,930	24,455
AY 2013-2014	1,690	1,038	24,120	26,848
AY 2014-2015	1,730	1,088	26,530	29,348
AY 2015-2016	1,763	1,141	29,180	32,084
AY 2016-2017	1,789	1,194	32,100	35,083
AY 2017-2018	1,811	1,248	35,310	38,369
AY 2018-2019	1,829	1,301	38,840	41,970
<b>Total Estimated Incremental Growth</b>	<b>569</b>	<b>995</b>	<b>23,860</b>	<b>25,424</b>

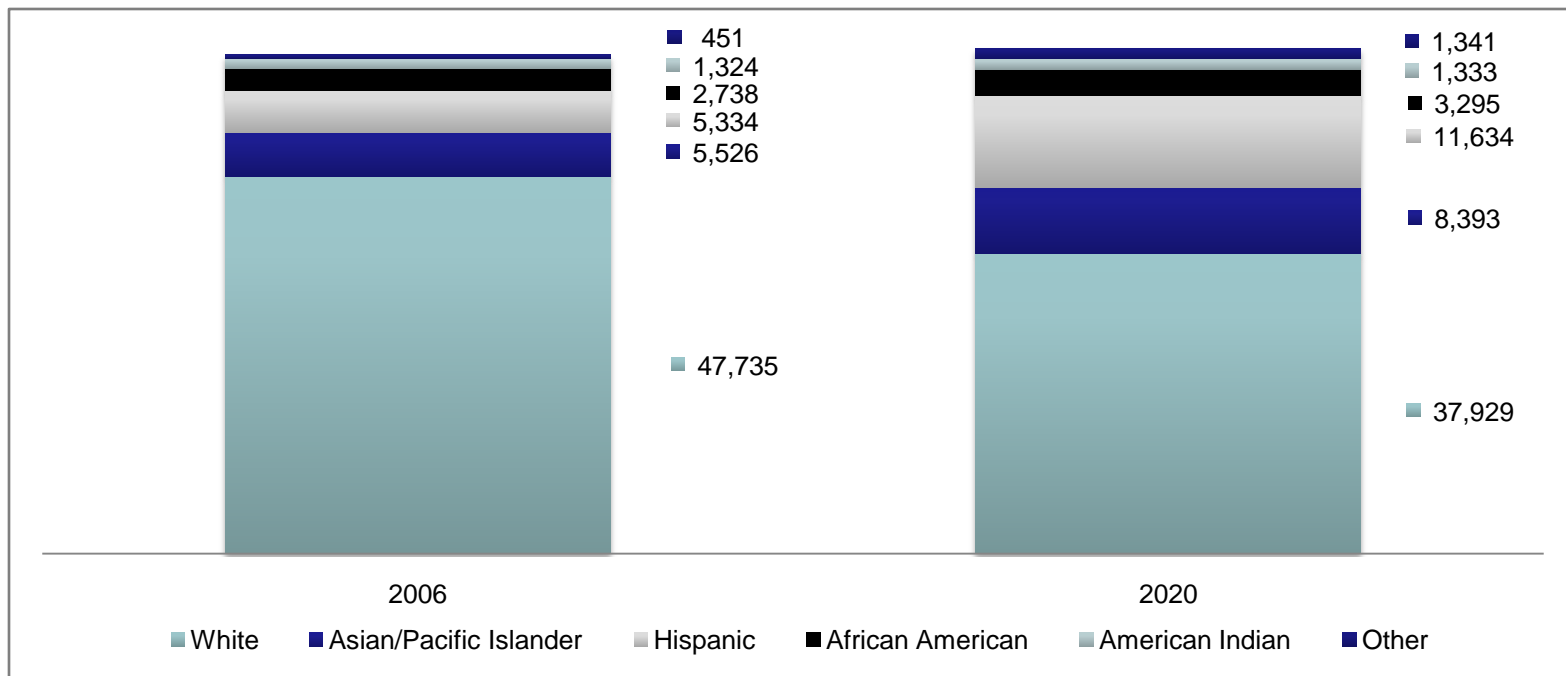
State Funded FTE includes information for: community and technical colleges, Washington State University, Central Washington University, and Eastern Washington University. Self-Sustaining FTE includes information for Eastern Washington University and Central Washington University.

WSU and CTC "Technology" FTE are not exclusive with enrollment plans. Includes only fully "online" FTE (No hybrid or web-enhanced FTE), All CTC online enrollment assumed to be general.

# DEGREE AND ENROLLMENT CHALLENGES

- Legislature's willingness and ability to fund additional enrollment is a major factor
- Pool of qualified students willing and able to enroll at higher education institutions is a significant concern

High School Graduates





# DEGREE AND ENROLLMENT CHALLENGES

- Coordinated effort is necessary to increase the overall participation of underrepresented populations in higher education, particularly at the baccalaureate level

Race / Ethnic Group	Four-Year Headcount	Two-Year Headcount	2006 State College Age Population	Four-Year Disparity	Two-Year Disparity
Asian/ Pacific Islander	12.66%	9.96%	7.34%	5.32%	2.62%
African American	2.89%	5.30%	3.50%	-0.61%	1.80%
Native American	1.88%	1.63%	1.49%	0.39%	0.14%
White	74.68%	68.67%	76.82%	-2.14%	-8.15%
Hispanic/Latino	5.57%	12.41%	8.52%	-2.95%	3.89%
Two or More	2.31%	2.03%	2.32%	-0.01%	-0.29%

# REPORT CONCLUSIONS

## ENROLLMENT

The overall potential enrollment growth estimated by all sectors of higher education in Washington amounts to an increase of 46,898 by 2019 -- assuming operating funds are available and institutional capital budgets are funded. (The HECB Statewide Master Plan called for an increase of 61,500 FTEs.)

- The four-year public institutions could add 23,723 student FTE.
- The Community and Technical College System could accommodate an additional 20,093 student FTE
- Independent Colleges of Washington enrollment could increase by 3,082 student FTE.

# REPORT CONCLUSIONS (continued)

## DEGREES

Institutional growth plans could produce an additional 25,600 degrees for a total of approximately 92,200 by 2019. This would be a 38% increase over current degree production.

- 44,389 mid-level degrees
- 36,357 Bachelor's degrees
- 11,558 graduate/professional degrees

# REPORT CONCLUSIONS (Continued)

## CAPITAL NEEDS

- Additional degree production and new enrollments to meet public four-year institutional plans and support HECB goals can be supported within the projects identified in the institutions' ten-year capital plans.
- The community and technical college degree and enrollment growth plan can be supported by their capital plan.
- Preservation of existing facilities for both the two- and four-year institutions, including the replacement, renovation, and renewal of facilities to meet instructional suitability needs, is a higher priority than creating new enrollment capacity, with the exceptions of the branch campuses and Western's waterfront project.

# REPORT CONCLUSIONS (Continued)

## eLEARNING GROWTH

- eLearning – using the unique affordances of digital technologies to support and transform learning will accommodate future enrollment, through: Online Instruction; Hybrid Instruction; & Web-enhanced Instruction
- Enrollment accommodated solely through Online Instruction could be nearly an additional 25,500 FTE by 2019.

# REPORT CONCLUSIONS (Continued)

## OPERATING AND CAPITAL COSTS

- The operating cost associated with the institution's enrollment increase and enrollment plans is calculated to be \$634.4 million over 5 biennia. The costs for the first two biennia are estimated to be \$101.6 million and \$95.5 million, respectively.
- The capital costs, derived from the institutions' capital plans for the next four biennia are estimated to be \$4.8 billion. Of that amount, 65% is associated with preservation projects and 35% is related to growth projects.

# REPORT CONCLUSIONS (Continued)

## POLICY CONCLUSIONS

- As noted in the Statewide Master Plan, “The demographic shift that is taking place in Washington raises the stakes. We cannot meet our enrollment or degree goals unless and until we do a better job of educating low-income students and students of color.” While current economic circumstances will certainly affect the ability of the state to significantly increase enrollment funding in the next (2009-11) biennium, a longer-term, systemic challenge impacting the ability to reach the Board’s degree goals by 2018 exists. Simply stated, it is likely that even the most successful efforts to increase “pipeline” demand will not result in the achievement of the Master Plan’s degree goals by 2018. A longer horizon for meeting those important goals seems necessary.

# REPORT CONCLUSIONS (Continued)

## POLICY CONCLUSIONS (Continued)

- Efforts to address the enrollment pipeline issues need to be given the highest priority. The measures outlined in the Statewide Master Plan require continuing attention by the HECB and its staff. Because of the central need to implement the master plan strategies, the legislature should consider delaying the requirement for a new or updated master plan to allow the HECB and its staff to focus on the implementation of the current master plan.
- eLearning efforts, and particularly Online instruction, must be carefully planned and coordinated to ensure that students have learning opportunities. A planning and coordinating framework needs to be established by the HECB to ensure that eLearning opportunities are available and that a seamless transition from two year to upper division level programming occurs.



THANK YOU ON BEHALF  
OF THE  
HECB / MGT PROJECT TEAM!